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ABSTRACT

In the later part of school year 1973-74, both of the district's junior high schools surveyed their respective seventh grade student rosters to identify those boys and girls who were overaged for the grade. The junior highs formed committees composed of administrators, counselors, and the school psychologist to review and make a recommendation for or against social promotion. Prior scholastic performance, test scores, personal acquaintance and impressions, and professional opinion regarding each student's prospect for a successful transition and adjustment were discussed prior to the final decision to promote. Accordingly, 46 students were socially promoted at the end of the seventh grade into the ninth grade entering high school in the fall. Three aspects of the socially promoted high school experiences were evaluated at the end of their first year: attendance, scholastic performance, and need for counseling and guidance. (Author/SJL)

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July 15, 1975

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Instructional Services Division
Research Report No. 75-8

Follow-Up Study of Overage Seventh Grade Junior High School Students Socially Promoted to the Ninth Grade in High School For School Year 1974-75

In the later part of school year 1973-74, both of our junior high schools surveyed their respective seventh grade student rosters to identify those boys and girls who were overaged for the grade. Overaged was defined as a present age such that a person following the usual one-to-one birthday year to school year correspondence would be at least 19 years of age upon graduation from high school. It is held that those students who are overaged for grade level are more likely candidates for dropping out of school. Examination of our school year drop and transfer bulletins and a previous study of non-reenrollment from junior to senior high school class has shown that overage students do drop out prior to graduation. All of the seventh grade students under consideration had been inherited as overaged from the elementary schools. None had become overaged as a consequence of in-grade retention at either junior high.

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The junior highs formed committees composed of administrators, counselors, and the school psychologist to review and make a recommendation for or against social promotion. Prior scholastic performance, test scores, personal acquaintance and impressions, and professional opinion regarding each student's prospect for a successful transition and adjustment were discussed prior to the final decision to promote. Accordingly, 46 students were socially promoted at the end of the seventh grade into the ninth grade entering high school in the fall.

Several complaints have been heard that one high school received more of the socially promoted than others, and social promotion itself was condemned. The fact that one high school received a greater number of students than another was not a consequence of social promotion but followed from the fact of residence in a high school attendance area. As a result of residential location and attendance areas, 22 students were assigned to Alisal High School, 17 to North Salinas High School, and 7 to Salinas High School. Three students transferred intradistrict during the school year.

Three aspects of the socially promoted high school experiences have been evaluated below at the end of their first year:

1. Attendance
2. Scholastic Performance
3. Need for Counseling and Guidance

The attendance and scholastic records were obtained at each high school from the appropriate record. Need for counseling and guidance was obtained from each individual's high school counselor, as a result of a request for classification into above average, average, below average, or no need categories.

Two of the original group of forty-six did not enroll in any of our high schools, presumably they have moved out of the district with their families. Three transferred out of the district during the school year. One student who had compiled a record of 83 days of absence during one year in junior high, and admittedly a poor risk, continued to experience attendance problems in high school. During the second semester, after many counseling sessions and parental conferences, the student was referred to the high schools' Learning Disability Committee and subsequently placed on home teaching.

ATTENDANCE RECORD

(School Year 1974-75 - 175 Days)

Alisal High School

Classification of Absence in Number of Days

Total Days of Absence	Excused	Unexcused	Unexcused Make-Up Permissible	"Cuts"	On Suspension
49	41	-	8	-	-
47	27	9	6	5	-
47	19	2	25	1	-
37	26	1	10	-	-
33	13	12	7	1	-
28	21	5	2	-	-
23	11	1	4	2	5
19	16	2	1	-	-
16	15	1	-	-	-
16	7	4	2	-	-
13	5	4	3	-	1
12	7	4	1	-	-
8	2	4	1	1	-
8	6	-	2	-	-
7	2	-	5	-	-
6	5	1	-	-	-
3	2	1	-	-	-
2	-	2	-	-	-
1	1	-	-	-	-

The average number of days of non-attendance was 20 days.

A very basic student body statistic for all schools is the average number of days absent per year as expressed for a typical student. Although educational field trips and other school-related activities contribute to absence from campus, most absences are essentially student or parent initiated. As absence is student and parent centered, typical cumulative absence would be expected to vary school to school (such is the case). The average number of days absent for Alisal High School is estimated to be 21 days, or 12% of the total number of days of attendance possible. Twelve perons, or 63%, of the socially promoted at that school had average or better attendance.

North Salinas High School

Total Days of Absence	Excused	Unexcused	Unexcused Make-Up Permissible	"Cuts"	On Suspension
50	43	7	-	-	-
34	31	3	-	-	-
24	24	-	-	-	-
22	22	-	-	-	-
20	14	1	-	5 *	-
19	18	1	-	-	-
17	10	7	-	-	-
15	15	-	-	-	-
10	9	-	-	1	-
9	3	1	-	-	5
7	7	-	-	-	-
6	2	4	-	-	-
6	2	3	-	1	-
2	2	-	-	-	-

* Occurred in one week of October (none thereafter).

With the same stipulations as before, a study conducted this past year of absences at North Salinas High School places average absence at 14 days per year. Accordingly, about 50% of the socially promoted group at that school had average or better attendance.

The arithmetic average of days absent for this group was 17 days.

DUE TO ILLNESS OF THE ATTENDANCE CLERK AT SALINAS HIGH SCHOOL, ATTENDANCE RECORDS WERE UNAVAILABLE AT THE TIME OF THIS STUDY.

There is no correspondence in the order of appearance on the Attendance and Scholastic Performance tables. For example, the first person on Alisal's Attendance table is not the same person who appears first on Alisal's Scholastic Performance table.

SCHOLASTIC PERFORMANCE

Alisal High School

(By Grade Earned)

Student	A	B	C	D	F	S	U	Incomplete
1	1	6	5	-	-	-	-	-
2	3	5	4	-	-	-	-	-
3	1	3	5	2	-	-	-	-
4	-	3	5	3	1	-	-	-
5	1	2	2	2	2	-	-	3
6	2	-	9	1	1	-	-	-
7	-	4	5	-	-	-	-	3
8	3	4	5	-	-	-	-	-
9	-	1	3	4	2	-	-	1
10	-	-	5	5	-	-	-	2
11	-	1	8	1	-	-	-	-
12	-	2	4	3	1	1	-	1
13	1	1	4	4	-	-	-	-

Student	A	B	C	D	F	S	U	Incomplete
14	-	3	2	3	2	-	-	2
15	-	-	2	4	4	-	-	1
16	4	5	2	-	-	-	-	-
Sub Totals	16	40	70	32	13	1	0	13

North Salinas High School

Student	A	B	C	D	F	S	U	Incomplete
1	5	4	1	-	-	2	-	-
2	-	-	1	7	-	-	-	-
3 (1 sem.)	-	-	1	3	-	-	-	-
4	2	-	4	4	-	-	1	-
5	-	1	3	6	-	1	-	-
6	-	3	3	2	-	-	-	-
7	-	2	2	6	-	-	-	-
8	1	-	4	2	-	-	-	-
9	1	-	5	4	-	-	-	-
10	1	3	4	3	-	1	-	-
11	-	3	3	4	-	-	1	-
12	1	-	5	4	-	-	-	-
13	1	-	5	3	-	1	-	-
14	7	1	4	-	-	-	-	-
15	1	1	4	4	-	-	-	-
Sub Totals	20	18	49	52	0	5	2	0

Salinas High School

Student	A	B	C	D	F	S	U	Incomplete
1	2	7	1	-	-	2	-	-
2	1	2	3	2	-	2	-	-
3	-	1	6	3	-	2	-	-
4	1	4	3	1	-	2	-	1
5	-	-	2	4	2	1	1	-
Sub Totals	4	14	15	10	2	9	1	1
District Grand Totals	40	72	134	94	15	15	3	14

NEED FOR COUNSELING AND GUIDANCE

(Classification was made by each individual's high school counselor.)

Alisal High School

Needed Above Average	Average	Less Than Average	None Needed
5	1	2	11

North Salinas High School

(Due to the disappearance of one part of the counseling need evaluation, five persons' needs are omitted.)

Needed Above Average	Average	Less Than Average	None Needed
6	2	-	1

Salinas High School

	Needed Above Average	Average	Less Than Average	None Needed
	3	1	3	-
District Grand Totals	14	4	5	12

As with attendance, need for counseling and guidance may also be a matter of unique definition, such that the district totals within "need" categories may not be as definitive as they appear.

Overall, junior high school initiated social promotion appears to have worked for the individual's benefit. As a whole, this group did not appear to place a greater strain upon high school resources than the non-socially promoted ninth grade students. In the words of one counselor, "I didn't even know _____ had been socially promoted."

Postscript

One of our junior high schools went through the process of identifying seventh grade overaged students again in the spring of school year 1974-75. Students so identified were given the option of social promotion on the condition that they enroll in and earn passing grades in the regular junior high school summer session. Over thirty students accepted and met this challenge.

Fred Greaves
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